

State Accountability Report Card 2002-03

The No Child Left Behind Act of 2001 requires each state to produce an annual report card that summarizes assessment results of students statewide and disaggregated by student subgroup. Information must also be included on high school graduation rates, teacher qualifications, other indicators used in each state's definition of Adequate Yearly Progress (AYP), and the AYP status of all schools and districts in the state. Questions about this report card may be directed to the Evaluation, Research, and Analysis Unit in the Policy and Evaluation Division at 916-319-0875.

**California Department of Education
July 2004**

Grade 2 English-Language Arts

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in English-Language Arts, 2001-02 and 2002-03

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2001-02	494,442	456,794	92	15	22	31	23	9
2002-03	490,952	482,219	98	13	19	32	24	12

California Standards Test Results in English-Language Arts Disaggregated by Student Subgroup, 2002-03

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	38,487	37,658	98	16	22	34	21	7
American Indian or Alaska Native	3,966	3,871	98	14	18	34	24	10
Asian	37,003	36,514	99	5	9	26	33	28
Filipino	11,653	11,499	99	3	9	32	37	19
Hispanic or Latino	243,300	239,516	98	18	25	35	18	5
Pacific Islander	2,942	2,905	99	8	17	38	27	10
White (not Hispanic)	148,728	145,636	98	6	11	29	33	21
Subgroup								
Socioeconomically Disadvantaged	291,136	277,669	95	18	25	35	18	5
English Learners	178,975	169,695	95	20	28	34	15	4
Students with Disabilities	41,197	36,068	88	36	24	23	12	5
Migrant Education Services	13,691	13,465	98	26	32	30	10	2
Gender								
Male	251,767	246,423	98	15	20	32	23	10
Female	239,125	235,741	99	10	18	32	26	14

Note: The state goal for Adequate Yearly Progress for English-Language Arts is 13.6% of students at or above Proficient.

Grade 2 Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in Mathematics, 2001-02 and 2002-03

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2001-02	494,442	475,461	96	8	24	25	27	16
2002-03	490,952	482,281	98	5	20	23	29	24

California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2002-03

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	38,487	37,609	98	9	28	25	24	13
American Indian or Alaska Native	3,966	3,868	98	5	20	25	29	21
Asian	37,003	36,522	99	2	9	15	29	45
Filipino	11,653	11,500	99	2	11	20	34	33
Hispanic or Latino	243,300	239,595	98	6	27	27	27	13
Pacific Islander	2,942	2,899	99	4	19	25	30	22
White (not Hispanic)	148,728	145,663	98	2	10	17	33	38
Subgroup								
Socioeconomically Disadvantaged	291,136	277,726	95	7	26	27	27	14
English Learners	178,975	169,791	95	7	29	27	25	12
Students with Disabilities	41,197	36,266	88	21	29	19	18	13
Migrant Education Services	13,691	13,485	98	8	32	29	23	8
Gender								
Male	251,767	246,493	98	5	19	22	29	25
Female	239,125	235,734	99	5	21	24	2	22

Note: The state goal for Adequate Yearly Progress for Mathematics is 16.0% of students at or above Proficient.

Grade 3 English-Language Arts

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in English-Language Arts, 2001-02 and 2002-03

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2001-02	493,184	461,919	94	16	23	28	23	11
2002-03	496,555	487,819	98	16	21	30	23	10

California Standards Test Results in English-Language Arts Disaggregated by Student Subgroup, 2002-03

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	40,560	39,744	98	21	25	32	18	5
American Indian or Alaska Native	3,989	3,900	98	16	21	32	22	8
Asian	37,802	37,332	99	7	12	26	32	24
Filipino	11,621	11,478	99	5	13	32	34	16
Hispanic or Latino	242,989	239,206	98	23	27	31	15	4
Pacific Islander	2,997	2,949	98	12	22	35	23	8
White (not Hispanic)	152,529	149,350	98	7	12	28	33	19
Subgroup								
Socioeconomically Disadvantaged	295,658	282,376	96	23	27	31	16	4
English Learners	184,142	167,626	91	28	30	29	11	2
Students with Disabilities	48,582	43,021	89	44	22	19	11	4
Migrant Education Services	14,021	13,822	99	35	30	26	9	1
Gender								
Male	255,143	249,750	98	19	22	29	21	9
Female	241,350	238,012	99	13	20	31	25	12

Note: The state goal for Adequate Yearly Progress for English-Language Arts is 13.6% of students at or above Proficient.

Grade 3 Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in Mathematics, 2001-02 and 2002-03

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2001-02	493,184	471,463	96	9	26	27	26	12
2002-03	496,555	487,907	98	7	23	25	27	19

California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2002-03

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	40,560	39,687	98	12	32	26	20	9
American Indian or Alaska Native	3,989	3,904	98	8	25	28	25	14
Asian	37,802	37,344	99	2	9	16	29	43
Filipino	11,621	11,477	99	2	11	22	34	30
Hispanic or Latino	242,989	239,290	98	9	30	28	23	10
Pacific Islander	2,997	2,950	98	6	22	27	28	17
White (not Hispanic)	152,529	149,391	98	3	14	23	33	28
Subgroup								
Socioeconomically Disadvantaged	295,658	282,424	96	10	30	28	23	11
English Learners	184,142	167,731	91	10	32	28	21	9
Students with Disabilities	48,582	43,249	89	26	31	19	15	8
Migrant Education Services	14,021	13,837	99	13	34	28	19	6
Gender								
Male	255,143	249,872	98	7	21	25	27	20
Female	241,350	237,977	99	6	24	26	26	17

Note: The state goal for Adequate Yearly Progress for Mathematics is 16.0% of students at or above Proficient.

Grade 4 English-Language Arts

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in English-Language Arts, 2001-02 and 2002-03

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2001-02	500,440	439,026	88	11	19	35	22	14
2002-03	494,836	486,320	98	8	18	35	24	15

California Standards Test Results in English-Language Arts Disaggregated by Student Subgroup, 2002-03

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	41,083	40,117	98	12	23	39	19	8
American Indian or Alaska Native	3,887	3,788	97	8	18	40	23	11
Asian	38,371	37,899	99	3	9	27	29	32
Filipino	11,837	11,708	99	2	8	33	35	23
Hispanic or Latino	237,368	233,950	99	11	25	40	18	6
Pacific Islander	3,006	2,974	99	6	18	37	26	13
White (not Hispanic)	155,529	152,320	98	4	9	29	31	28
Subgroup								
Socioeconomically Disadvantaged	289,895	276,221	95	11	25	40	18	6
English Learners	184,803	153,726	83	14	30	41	12	3
Students with Disabilities	51,443	45,781	89	34	27	24	9	5
Migrant Education Services	14,319	14,127	99	17	32	37	11	2
Gender								
Male	253,685	248,502	98	10	20	35	22	13
Female	241,052	237,730	99	6	16	35	25	18

Note: The state goal for Adequate Yearly Progress for English-Language Arts is 13.6% of students at or above Proficient.

Grade 4 Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in Mathematics, 2001-02 and 2002-03

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2001-02	500,440	466,320	93	7	26	30	24	13
2002-03	494,836	486,230	98	7	21	27	27	18

California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2002-03

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	41,083	40,054	97	13	30	28	20	8
American Indian or Alaska Native	3,887	3,790	98	8	26	28	25	12
Asian	38,371	37,934	99	2	8	16	32	42
Filipino	11,837	11,708	99	2	10	24	36	27
Hispanic or Latino	237,368	233,968	99	9	27	30	23	10
Pacific Islander	3,006	2,971	99	7	21	27	29	16
White (not Hispanic)	155,529	152,235	98	4	13	23	34	27
Subgroup								
Socioeconomically Disadvantaged	289,895	276,167	95	10	28	30	23	10
English Learners	184,803	153,829	83	10	30	30	21	8
Students with Disabilities	51,443	45,935	89	27	33	20	13	7
Migrant Education Services	14,319	14,137	99	12	33	31	19	6
Gender								
Male	253,685	248,501	98	8	21	26	27	19
Female	241,052	237,640	99	6	21	28	28	18

Note: The state goal for Adequate Yearly Progress for Mathematics is 16.0% of students at or above Proficient.

Grade 5 English-Language Arts

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in English-Language Arts, 2001-02 and 2002-03

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2001-02	498,097	465,770	94	9	20	40	22	9
2002-03	492,880	485,061	98	11	18	36	26	10

California Standards Test Results in English-Language Arts Disaggregated by Student Subgroup, 2002-03

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	41,014	40,140	98	16	23	39	19	4
American Indian or Alaska Native	4,202	4,109	98	12	18	38	25	7
Asian	38,875	38,497	99	5	10	29	34	22
Filipino	12,004	11,860	99	4	10	37	37	13
Hispanic or Latino	228,358	225,175	99	16	25	39	17	3
Pacific Islander	3,020	2,980	99	9	18	41	25	7
White (not Hispanic)	161,483	158,561	98	5	9	31	36	18
Subgroup								
Socioeconomically Disadvantaged	281,050	267,295	95	16	25	39	17	3
English Learners	174,693	131,548	75	23	32	37	8	1
Students with Disabilities	52,611	47,403	90	42	25	22	8	2
Migrant Education Services	14,063	13,889	99	24	32	34	10	1
Gender								
Male	252,259	247,545	98	14	20	35	23	8
Female	240,523	237,430	99	9	16	36	28	11

Note: The state goal for Adequate Yearly Progress for English-Language Arts is 13.6% of students at or above Proficient.

Grade 5 Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in Mathematics, 2001-02 and 2002-03

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2001-02	498,097	472,518	95	9	31	30	22	7
2002-03	492,880	484,953	98	13	26	26	25	10

California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2002-03

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	41,014	40,074	98	22	34	25	16	4
American Indian or Alaska Native	4,202	4,105	98	16	29	27	22	6
Asian	38,875	38,515	99	4	12	20	35	28
Filipino	12,004	11,857	99	5	17	28	36	15
Hispanic or Latino	228,358	225,225	99	17	33	27	18	4
Pacific Islander	3,020	2,980	99	11	28	30	24	7
White (not Hispanic)	161,483	158,463	98	7	18	26	33	16
Subgroup								
Socioeconomically Disadvantaged	281,050	267,262	95	18	33	27	18	4
English Learners	174,693	131,653	75	22	38	25	13	2
Students with Disabilities	52,611	47,560	90	46	28	14	9	3
Migrant Education Services	14,063	13,903	99	22	39	25	13	2
Gender								
Male	252,259	247,531	98	15	26	24	24	11
Female	240,523	237,336	99	11	26	27	26	9

Note: The state goal for Adequate Yearly Progress for Mathematics is 16.0% of students at or above Proficient.

Grade 6 English-Language Arts

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in English-Language Arts, 2001-02 and 2002-03

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2001-02	498,430	466,011	93	15	19	36	21	9
2002-03	499,119	490,783	98	13	16	35	23	13

California Standards Test Results in English-Language Arts Disaggregated by Student Subgroup, 2002-03

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	42,501	41,405	97	20	21	38	17	5
American Indian or Alaska Native	4,261	4,172	98	12	18	38	24	8
Asian	39,070	38,704	99	7	10	29	29	26
Filipino	12,302	12,171	99	4	10	37	33	15
Hispanic or Latino	226,347	223,076	99	19	23	39	15	4
Pacific Islander	3,024	2,988	99	11	17	40	23	9
White (not Hispanic)	167,425	164,324	98	6	8	30	33	23
Subgroup								
Socioeconomically Disadvantaged	273,717	257,717	94	19	23	38	15	4
English Learners	171,386	120,376	70	29	32	33	5	1
Students with Disabilities	54,099	48,929	90	49	23	20	6	2
Migrant Education Services	13,546	13,376	99	27	28	35	9	2
Gender								
Male	255,507	250,529	98	16	17	34	22	11
Female	243,543	240,194	99	10	16	36	24	14

Note: The state goal for Adequate Yearly Progress for English-Language Arts is 13.6% of students at or above Proficient.

Grade 6 Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in Mathematics, 2001-02 and 2002-03

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2001-02	498,430	473,049	95	8	29	30	22	10
2002-03	499,119	490,430	98	8	28	30	24	10

California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2002-03

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	42,501	41,313	97	14	41	29	13	3
American Indian or Alaska Native	4,261	4,167	98	9	30	33	22	6
Asian	39,070	38,713	99	2	12	23	34	29
Filipino	12,302	12,170	99	3	17	33	34	13
Hispanic or Latino	226,347	222,991	99	10	38	32	16	3
Pacific Islander	3,024	2,985	99	7	29	33	24	7
White (not Hispanic)	167,425	164,162	98	4	16	28	35	17
Subgroup								
Socioeconomically Disadvantaged	273,717	257,532	94	11	38	31	16	3
English Learners	171,386	120,394	70	14	47	28	9	1
Students with Disabilities	54,099	48,928	90	34	41	15	7	2
Migrant Education Services	13,546	13,385	99	11	43	32	13	2
Gender								
Male	255,507	250,332	98	9	28	28	24	11
Female	243,543	240,042	99	6	28	32	25	9

Note: The state goal for Adequate Yearly Progress for Mathematics is 16.0% of students at or above Proficient.

Grade 7 English-Language Arts

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in English-Language Arts, 2001-02 and 2002-03

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2001-02	485,479	421,745	87	15	20	32	26	7
2002-03	502,589	493,364	98	14	18	33	26	10

California Standards Test Results in English-Language Arts Disaggregated by Student Subgroup, 2002-03

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	43,270	42,064	97	22	24	34	17	3
American Indian or Alaska Native	4,662	4,545	97	14	20	36	24	6
Asian	39,309	38,958	99	6	12	28	33	21
Filipino	12,681	12,556	99	5	12	36	36	11
Hispanic or Latino	219,896	216,180	98	20	25	36	17	3
Pacific Islander	3,174	3,136	99	12	21	37	24	6
White (not Hispanic)	174,641	171,291	98	6	10	29	37	17
Subgroup								
Socioeconomically Disadvantaged	255,660	236,253	92	20	25	36	16	3
English Learners	165,393	106,969	65	30	34	30	5	0
Students with Disabilities	53,823	48,816	91	53	24	17	5	1
Migrant Education Services	13,108	12,931	99	27	30	32	11	1
Gender								
Male	258,122	252,600	98	17	20	32	24	8
Female	244,384	240,692	98	10	17	34	28	12

Note: The state goal for Adequate Yearly Progress for English-Language Arts is 13.6% of students at or above Proficient.

Grade 7 Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in Mathematics, 2001-02 and 2002-03

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2001-02	485,479	447,826	92	11	29	31	24	6
2002-03	502,589	492,411	98	12	26	32	23	7

California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2002-03

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	43,270	41,872	97	21	37	29	11	1
American Indian or Alaska Native	4,662	4,522	97	13	30	35	18	3
Asian	39,309	38,944	99	4	12	25	35	25
Filipino	12,681	12,535	99	5	17	36	33	9
Hispanic or Latino	219,896	215,852	98	16	35	33	14	2
Pacific Islander	3,174	3,130	99	12	28	34	21	5
White (not Hispanic)	174,641	170,962	98	6	17	33	33	11
Subgroup								
Socioeconomically Disadvantaged	255,660	235,758	92	17	35	32	14	2
English Learners	165,393	106,856	65	21	42	28	7	1
Students with Disabilities	53,823	48,636	90	43	38	14	5	1
Migrant Education Services	13,108	12,925	99	17	38	33	11	1
Gender								
Male	258,122	252,051	98	13	27	30	22	7
Female	244,384	240,289	98	10	26	34	23	7

Note: The state goal for Adequate Yearly Progress for Mathematics is 16.0% of students at or above Proficient.

Grade 8 English-Language Arts

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in English-Language Arts, 2001-02 and 2002-03

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2001-02	464,976	432,738	93	14	19	34	22	10
2002-03	476,822	466,735	98	15	20	34	22	8

California Standards Test Results in English-Language Arts Disaggregated by Student Subgroup, 2002-03

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	41,632	40,402	97	23	26	34	14	3
American Indian or Alaska Native	4,400	4,245	96	17	22	36	20	5
Asian	39,347	38,918	99	7	13	31	30	19
Filipino	12,349	12,216	99	6	14	39	31	10
Hispanic or Latino	200,704	196,635	98	21	28	36	13	2
Pacific Islander	3,032	2,984	98	14	23	39	19	4
White (not Hispanic)	170,396	166,804	98	7	12	33	32	15
Subgroup								
Socioeconomically Disadvantaged	228,051	207,145	91	22	28	35	13	2
English Learners	147,318	91,965	62	33	36	27	4	0
Students with Disabilities	51,527	46,525	90	52	27	16	4	1
Migrant Education Services	11,860	11,650	98	28	32	32	8	1
Gender								
Male	243,751	237,969	98	19	22	33	20	7
Female	232,973	228,680	98	10	19	36	25	10

Note: The state goal for Adequate Yearly Progress for English-Language Arts is 13.6% of students at or above Proficient.

Grade 8 Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in Mathematics, 2001-02 and 2002-03

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2001-02	464,976	434,290	39	12	30	32	21	5
2002-03	476,822	464,305	97	16	25	29	23	6

California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2002-03

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	41,632	39,956	96	28	33	27	12	1
American Indian or Alaska Native	4,400	4,200	95	19	28	30	20	3
Asian	39,347	38,878	99	6	11	24	37	21
Filipino	12,349	12,192	99	8	20	35	32	7
Hispanic or Latino	200,704	195,674	97	22	33	30	14	2
Pacific Islander	3,032	2,976	98	17	27	32	22	4
White (not Hispanic)	170,396	165,993	97	9	17	31	34	8
Subgroup								
Socioeconomically Disadvantaged	228,051	206,020	90	23	32	29	14	2
English Learners	147,318	91,680	62	26	36	25	9	2
Students with Disabilities	51,527	45,924	89	51	29	14	6	1
Migrant Education Services	11,860	11,624	98	24	34	29	12	1
Gender								
Male	243,751	236,490	97	17	25	29	23	6
Female	232,973	227,732	98	14	25	30	24	6

Note: The state goal for Adequate Yearly Progress for Mathematics is 16.0% of students at or above Proficient.

Grade 10 English-Language Arts

The California High School Exit Exam (CAHSEE) is one measure of whether students have mastered some of the skills necessary for high school graduation. Results from the tenth grade administration of the CAHSEE are used to evaluate the Adequate Yearly Progress (AYP) of high schools. More information on the CAHSEE can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

California High School Exit Exam Results in English-Language Arts, 2001-02 and 2002-03

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages		
				Not Proficient	Proficient	Advanced
2001-02						
2002-03	457,174	404,724	89	52	26	23

California High School Exit Exam Results in English-Language Arts Disaggregated by Student Subgroup, 2002-03

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages		
				Not Proficient	Proficient	Advanced
Ethnic Group						
African American	38,408	31,911	83	68	22	11
American Indian or Alaska Native	4,059	3,478	86	56	28	17
Asian	39,736	38,167	96	38	25	37
Filipino	13,015	12,217	94	38	32	30
Hispanic or Latino	184,497	159,039	86	70	20	09
Pacific Islander	3,079	2,700	88	58	25	17
White (not Hispanic)	167,899	152,301	91	33	32	35
Subgroup						
Socioeconomically Disadvantaged	181,911	157,231	86	72	19	9
English Learners	126,527	112,273	89	75	17	8
Students with Disabilities	44,269	31,784	72	91	07	2
Migrant Education Services	11,084	9,638	87	83	13	4
Gender						
Male	235,054	206,005	88	58	25	18
Female	221,988	198,116	89	46	27	28

Note: The state goal for Adequate Yearly Progress for English-Language Arts is 11.2% of students at or above Proficient.

Grade 10 Mathematics

The California High School Exit Exam (CAHSEE) is one measure that shows whether students have mastered some of the skills necessary for high school graduation. Results from the tenth grade administration of the CAHSEE are used to evaluate the Adequate Yearly Progress (AYP) of high schools. More information on the CAHSEE can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

California High School Exit Exam Results in Mathematics, 2001-02 and 2002-03

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages		
				Not Proficient	Proficient	Advanced
2001-02						
2002-03	457,174	417,612	91	61	27	12

California High School Exit Exam Results in Mathematics Disaggregated by Student Subgroup, 2002-03

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages		
				Not Proficient	Proficient	Advanced
Ethnic Group						
African American	38,408	33,534	87	82	15	3
American Indian or Alaska Native	4,059	3,641	90	67	26	7
Asian	39,736	38,515	97	32	34	35
Filipino	13,015	12,441	96	48	37	15
Hispanic or Latino	184,497	165,863	90	79	18	4
Pacific Islander	3,079	2,801	91	65	27	8
White (not Hispanic)	167,899	155,613	93	45	38	18
Subgroup						
Socioeconomically Disadvantaged	181,911	163,793	90	78	18	4
English Learners	126,527	116,404	92	76	18	6
Students with Disabilities	44,269	33,204	75	93	6	1
Migrant Education Services	11,084	9,866	89	83	16	2
Gender						
Male	235,054	212,790	91	60	27	13
Female	221,988	204,150	92	62	27	11

Note: The state goal for Adequate Yearly Progress for Mathematics is 9.6% of students at or above Proficient.

Academic Performance Index

The Academic Performance Index (API) is a score ranging from 200 to 1000 that annually measures the academic performance and progress of individual schools in California. More information on the API can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

The API is one component of California's definition of Adequate Yearly Progress (AYP), required under the No Child Left Behind Act of 2001 (NCLB). A procedure established by NCLB determined the statewide API goal of 560. The API goal under AYP will increase over time so that all schools are expected to reach 800 by 2013-14.

Actual Statewide API Compared to Statewide API Goal, 2002-03

Statewide API	Statewide API Goal
686	560

High School Graduation Rate

The high school graduation rate is a required component of California's definition of Adequate Yearly Progress (AYP), required under the No Child Left Behind Act of 2001 (NCLB). The graduation rate is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates. A procedure established by NCLB determined the statewide graduation rate goal of 82.8%.

Actual Statewide Graduation Rate Compared to the Statewide Graduation Rate Goal, 2001-02

Statewide Graduation Rate	Statewide Graduation Rate Goal
86.8%	82.8%

Adequate Yearly Progress Status

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the Proficient level on the state's standards-based assessments by 2013-14. In order to achieve this goal, districts and schools must make Adequate Yearly Progress (AYP) in meeting minimum annual measurable objectives in English-language arts and mathematics. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Schools and local education agencies (LEAs) that do not make AYP for two consecutive years enter Program Improvement (PI). PI is a federal intervention program where schools and LEAs are subject to increasingly severe sanctions for each year they do not make AYP. The list of all schools and LEAs identified for PI can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Note: LEA refers to school districts, county offices of education that operate schools, and direct-funded charter schools.

Adequate Yearly Progress and Program Improvement Status of Local Education Agencies and Schools, 2002-03

	Total Number	Adequate Yearly Progress (AYP) Status		Program Improvement (PI) Status	
		Number making AYP	Percent making AYP	Number in PI	Percent in PI
Local Education Agencies (LEAs)	1,039	456	43.9%	--	--
Schools	9,019	4,690	52.0%	1,201	22.0%

Note: Local Education Agencies (LEAs) will be first identified for Program Improvement (PI) in 2004-05. The percent of schools reflects the number of schools in PI divided by the total number of schools that received Title I funding in 2002-03.

Teacher Qualifications

The No Child Left Behind Act (NCLB) requires that **all** teachers teaching in core academic subjects be “highly qualified” not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a Bachelor’s degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject they teach. More information on teacher qualifications required by NCLB can be found at the California Department of Education’s Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Type of Teacher Credential, 2001-02

Type of Credential	Percent*
Full	86.4
Alternative routes to certification (District Internship, University Internship)	2.4
Pre-Internship	2.6
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	10.6
Waiver	1.0

*Teacher credential data may not have been submitted or a teacher may hold more than one type of credential. As a result, percentages reported in this table may not add to 100%.

Teacher Education Level, 2001-02

Education Level	Percent
Doctorate	1.0
Master’s Degree plus 30 or more semester hours	14.8
Master’s Degree	15.1
Bachelor’s Degree plus 30 or more semester hours	47.0
Bachelor’s Degree	21.5
Less than Bachelor’s Degree	0.6
None Reported	0.0

Percent of Core Academic Courses Taught by Highly Qualified Teachers, 2001-02

	Percent of core courses taught by highly qualified teachers
Statewide	N/A
In High-Poverty Schools	N/A
In Low-Poverty Schools	N/A